**CF Evaluation Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ J Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Checkpoint #1**

**Elem \_\_\_\_ ECE \_\_\_\_ ML \_\_\_\_ SpEd \_\_\_\_ Sec \_\_\_\_ K-12 \_\_\_\_\_**

**Mark the box for your current performance in each of the 15 areas.**

**Key: Advanced = exceeds expected proficiency level**

**Proficient = reflects developmentally appropriate level and competence**

**Developing = demonstrates growth toward the proficient level**

**Novice = indicates a need for focused attention**

**T-K1: Student Development – InTASC 1 Learner Development**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can consistently implement learning experiences that support a child’s spiritual, intellectual, social, and personal development. | Proficient – I am proficient in implementing learning experiences that support a child’s spiritual, intellectual, social, and personal development | Developing – I can occasionally implement learning experiences that support a child’s spiritual, intellectual, social, and personal development. | Novice - I cannot implement learning experiences that support a child’s spiritual, intellectual, social, and personal development. I just haven’t done that yet. |

**T-S1: Multiple Instructional Strategies – InTASC 8 Instructional Strategies**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can consistently implement multiple instructional strategies to foster critical thinking, problem-solving, and performance skills. | Proficient – I can use several instructional strategies to foster critical thinking, problem-solving, and performance skills. | Developing - I use limited instructional strategies to foster critical thinking, problem-solving, and performance skills. | Novice – I haven’t used instructional strategies to foster critical thinking, problem-solving, and performance skills. I haven’t had the opportunity yet. |

**T-S2: Planning – InTASC 7 Planning for Instruction**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can expertly develop properly formatted lesson plans that take subject matter, students, the community, and curriculum goals into account. | Proficient – I can develop properly formatted lesson plans that take subject matter, students, the community, and curriculum goals into account. | Developing- I can demonstrate growth in basic lesson planning and am beginning to take subject matter, students, the community, and curriculum goals into account. | Novice - I cannot plan a lesson that is properly formatted and that takes subject matter, students, the community, and curriculum goals into account. I haven’t done much planning yet. |

**T-S3: Assessment – InTASC 6 Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can expertly use appropriate formal and informal assessments that inform instruction in the intellectual, social, and physical domains. | Proficient – I can proficiently use appropriate formal and informal assessments that inform instruction in the intellectual, social, and physical domains. | Developing – I can occasionally develop formal and informal assessments that inform instruction in the intellectual, social, and physical domains. | Novice - I cannot implement formal and informal assessments that inform instruction in the intellectual, social, and physical domains. I haven’t done much assessment yet. |

**T-S4: Motivation and Management – InTASC 3 Learning Environments**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced– I can expertly implement diverse motivational strategies to develop an engaging classroom environment. | Proficient – I can implement appropriate motivational strategies to develop an engaging classroom environment. | Developing – I use a limited number of motivational strategies to develop an engaging classroom environment. | Novice – I need more practice to implement motivational strategies that develop an engaging classroom environment. |

**T-D1: Passion for Teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can clearly and enthusiastically share why I want to be a teacher and skillfully spread the Gospel and/or promote positive character traits in practicum and field experiences. | Proficient – I can clearly and enthusiastically share why I want to be a teacher and am able to spread the Gospel and/or promote positive character traits in practicum and field experiences. | Developing- I’m still considering why I want to be a teacher and I am not confident in my ability to spread the Gospel and promote positive character traits in practicum and field experiences. | Novice – I’m not sure why I want to be a teacher and am not confident in sharing the Gospel or teaching positive character traits in practicum and field experiences. |

**T-D2: Personal Characteristics**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I consistently display professionalism and have not been placed on probation while at Concordia-Nebraska. | Proficient – I generally display an appropriate level of professionalism and have not been placed on probation while at Concordia-Nebraska. | Developing- Sometimes I display a limited degree of professionalism and I have been placed on probation while at Concordia-Nebraska. | Novice - I have been placed on probation more than once while at Concordia-Nebraska. |

**LD-K1: Content Pedagogy – InTASC 4 Content Knowledge**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I confidently demonstrate content and procedural knowledge to facilitate meaningful learning experiences. | Proficient – I demonstrate content and procedural knowledge to facilitate meaningful learning experiences. | Developing – I have limited content and procedural knowledge to facilitate meaningful learning experiences. | Novice – I have little or no content and procedural knowledge and am unable to facilitate meaningful learning experiences. I haven’t taught much in a classroom yet. |

**LD-S1: School and Community Involvement – InTASC 10 Collaboration**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can enthusiastically and skillfully foster positive relationships within the school and community. | Proficient– I can demonstrate the ability to foster positive relationships within the school and community. | Developing– I attempt to foster positive relationships within the school and community. | Novice –I do not attempt to or am unable to foster positive relationships within the school and community. |

**LD-S2: Diverse Learners – InTASC 2 Learning Differences**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can expertly create extensive differentiated instruction for all students in the classroom. | Proficient – I can create differentiated instruction for all students in the classroom. | Developing – I can create limited differentiated instruction for some students in the classroom. | Novice - I lack the ability to differentiate instruction for all students in the classroom. I haven’t had that opportunity. |

**LD-S3: Communication and Technology – InTASC 5 Innovative Applications of Content**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced– I can expertly integrate multiple uses of technology to foster active learning. | Proficient – I can integrate technology to foster active learning in the classroom. | Developing – I have limited ability to integrate technology to promote an active learning process. | Novice – I really struggle with integrating technology in the instructional process and engaging all learners in my classroom. |

**LD-D1: Character / Faith Development**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced– I can easily and naturally integrate the teaching of character values in the classroom or can easily integrate my faith with learners in the classroom. | Proficient – I have to plan to integrate the teaching of character values in the classroom or integrate my faith with learners in the classroom. | Developing – I struggle to integrate the teaching of character values in the classroom or integrate my faith with learners in the classroom. | Novice – I am not comfortable integrating the teaching of character values in the classroom or integrating my faith with learners in the classroom. |

**LR-K1: Depth of Knowledge in Endorsement Area – InTASC 4, Content Knowledge**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced– I have demonstrated excellent content knowledge by maintaining a content GPA of 3.5 or better in all of my endorsement areas. | Proficient – I have demonstrated content knowledge by maintaining a content GPA of 2.75 or better in all of my endorsement areas. | Developing – I have a current GPA of less than 2.75 in one or more of my endorsement areas. | Novice – I have a current GPA in my content areas that will require retaking courses to raise the GPA to an acceptable level. |

**LR-S1: Reflective Practice: Professional Growth – InTASC 9 Reflection and Continuous Growth**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can insightfully reflect on current practice and I intentionally participate in professional development experiences. | Proficient – I can reflect on current practice and I participate in professional development experiences. | Developing – I engage in limited self-reflection and participate in few professional development experiences. | Novice – I do not practice self-reflection and do not participate in professional development experiences. |

**LR-D1: Lifelong Learning – InTASC 9 Reflection and Continuous Growth**

|  |  |  |  |
| --- | --- | --- | --- |
| Advanced – I can skillfully articulate the value of lifelong learning and have developed an initial professional development plan. | Proficient – I can articulate the value of lifelong learning and am in the process of developing an initial professional development plan. | Developing – I know the importance of professional development but have not yet begun to develop a professional development plan. | Novice – I cannot describe how I would continue to develop professionally. |